

## Our Lady and St Thomas School is a place where "You are unique, talented and loved by God"

Our School values:	Honesty	Passion	determination	Self-belief	teamwork	Independence
Our School Ethos:	We follow God's commandment to love one another		We celebrate and welcome difference	We aim to achieve our best		We look after our school, community and world.

<b>INTENT</b> What is the vision of Stakeholders at OLST?	We aim to develop a sense of belonging to our family, school, parish and community	We want all pupils to know about their heritage and be proud of the North – East.	We are an inclusive and diverse school: we want ALL children to know their worth and how important they are.	We want all pupils to know that they have a responsibility to care for their world and the people in it.	We want all pupils to realise they will have an impact upon their world.	We wish to encourage pupils to have high aspirations for their future.	"It is not the stars to hold our destiny but ourselves"  William Shakespeare
<b>Our Teaching intentions are:</b>	To deliver outstanding teaching and learning opportunities for the pupils in our care.	To create environments on which children can thrive and develop into confident individuals.	Foster determination and self – belief so that our children have the strength of character to persevere.	To develop critical thinking and problem solving skills as well as the ability to analyse and adapt their work where necessary.	To ensure children are exposed to a wide range of vocabulary in order that they can articulate thoughts and feelings in a confident manner.	To encourage children to learn that people hold varying opinions and this does not mean that they are wrong, rather that they hold a different viewpoint to our own and this should be respected.	That opportunities are given for children to impact upon their own learning: that they speak and we listen.

<b>IMPLEMENTATION</b> Effective Teaching & Practise	Mutually respectful relationships influence high quality teaching & learning.	Developing strong relationships with parents / carers influence learning at home & school.	The classroom climate inspires & motivates all pupils. High expectations and non-negotiables for all.	Teaching is based upon a clear understanding of cognition & learning: teachers have deep understanding of the subjects they teach.	We use a wide range of methods to engage the needs of all learners.  SEND and dis-advantaged pupils achieve highly.	We focus upon depth of understanding rather than breadth to ensure quality learning experiences.	Teachers monitor progress, ensuring all children aim to do their best.
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<b>Our whole school curriculum comprises planned educational experiences making full use of opportunities for real world learning.</b>	'Hook' for learning: engages the children and gives context for meaning.			Outcome for an audience: purpose for learning			Less content in more depth			
	Involvement & participation in community, cluster & County events for the Arts & Sports		Assemblies/ Collective Worship / Mini Vinnies/ School Council	Wrap Around Care Breakfast Club Extra- Curricular clubs	Outdoor learning through Forest School on site.	Responding to current new events	Educational visits / Visitors	RSC	Collaborative projects with local Secondary Schools	
	Family learning opportunities to experience our curriculum provision Play café weekly for our families and the community				Events which are based around our commitment to care for others both locally & globally – Faith in Action Award (Y6) Strong Parish & community links – Northern Heartlands projects and support for the poor, the ill and the lonely in our community through our Mini Vinnies.					
	Communication & Language		Literacy	Mathematics	Understanding the world	Expressive arts & design	Physical Development	Personal, social & emotional development		
	RE	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	COMPUTING	P.E.	ART	
	D.T.	MFL – French and Spanish	MUSIC	PSHE/RSE	Money matters – Enterprise Projects Raising Aspirations	Royal Shakespeare Company Ambassadors	Rights Respecting School Investors in Children	Gold School Games Award International School Award	BIG Award for Anti-bullying Business and University partnerships	

<b>IMPACT</b> Our curriculum has an ambition for high achievement of ALL pupils regardless of background or starting point.	<b>IMPACT 1: WE ARE UNIQUE, TALENTED &amp; LOVED BY GOD.</b> Children are passionate, confident learners who demonstrate the school's values. They make the right choices for their learning and discover their talents.	<b>IMPACT 2: PERSONAL DEVELOPMENT</b> Children display our school ethos in their learning, behaviour and attitudes to themselves & others. They know how to make the right choices for their own & others' safety and their choices benefit their home, school, community & the wider world.		<b>IMPACT 3: STANDARDS</b> Children make excellent progress regardless of their starting point. Assessment materials monitor this progress and ensure knowledge & skills are embedded throughout the curriculum.			
<b>Review of how our curriculum goals enable achievement for all.</b>	<b>BEING PART OF A FAMILY &amp; COMMUNITY</b> Does the curriculum engage pupils as part of a family of learners? Do children share their learning with others? Do children learn from others? Are our school values explicitly taught and do they prepare them for their future lives? Are the values & ethos of our school firmly embedded? Do children engage with local, National and global issues? Are pupils able to relate their values & ethos to British Values?	<b>MASTERY &amp; CHALLENGE</b> Is the curriculum sufficiently challenging in an appropriate way for ALL learners? Are there opportunities to develop deeper understanding? Are there high expectations for all? Does the work of the children show that we have a rich, challenging curriculum?	<b>CURRICULUM CONTENT IS RESPONSIVE &amp; RELEVANT</b> Do children enjoy their learning? Do teachers respond to current educational practise? Are the rich resources in the locality being utilised fully? Are tasks adapted to reflect current affairs and technological /environmental changes? Is AFL responsive & effective?	<b>EMBEDDING KNOWLEDGE &amp; SKILLS</b> Do children have an opportunity to solve problems? Are there opportunities to develop learning at a deeper level? Are knowledge & skills carefully planned into curriculum? Does the curriculum allow children to build upon their skills & knowledge? Do children have the opportunity to embed learning in the curriculum? Is each NC subject given integrity & taught systematically through each KS?		<b>HIGH QUALITY OUTCOMES</b> Has the lesson sequence lead to a purposeful outcome? Do children have ownership of the outcome? Are there relevant contexts for High quality learning? Are teaching expectations high? Are children challenged to think and evaluate? Is assessment stringent, purposeful and used to shape future learning? Do we prepare children for the next stage in their education?	

					Do children have high aspirations for their future and an understanding of enterprise and business?
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